



Week 4 Assignment

Demonstrating Continuous Improvement

This week, you should:

- demonstrate knowledge of the TEA learning system, data-based decision-making learner-centered instruction, and campus improvement planning by finalizing the agenda for a learner-centered staff development session on an identified campus need.
- demonstrate an understanding of ongoing, continuous improvement by revising a staff development session on an identified campus need.
- create an action plan to improve local school district or campus performance on a component of the TEA learning system.

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Leanne Knight ET8025

Rubric

Use the following rubric to guide your work.

Tasks ↓	Accomplished	Proficient	Unacceptable
Part 1: Learner-Centered Staff Development	Demonstrates the ability to work collaboratively online with 2 colleagues to improve a learner-centered staff development, and reflects intuitively on the process. (4 points)	Works collaboratively online with 1 colleague to improve a learner-centered staff development, and reflects on the process. (2 points)	Does not work collaboratively to improve a learner-centered staff development or reflection the process. (0 points)
Part 2: TEA Learning System: Action Plan	Effectively creates an action plan to improve local school district or campus performance on a component of the TEA learning system, seeks and applies feedback from a colleague, and reflects intuitively on the process. (5 points)	Creates an action plan to improve local school district or campus performance on a component of the TEA learning system, seeks feedback from a colleague, and reflects on the process. (3 points)	Does not create an action plan to improve local school district or campus performance on a component of the TEA learning system, seek feedback from a colleague, or reflects on the process. (0 points)
Mechanics	Few or no errors in grammar, spelling, or punctuation. (1 point)		Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation. . (0 points)

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Week 4 Assignment: Application Assignment Finalizing Course Assignments

For a campus to make lasting change, school improvement must be an ongoing, continuous process. You will demonstrate your understanding of continuous improvement by (1) modifying the agenda for learner-centered staff development and (2) creating an action plan for an area of improvement that you identified on the local provisions of the TEA learning system.

Part 1: Learner-Centered Staff Development

Directions:

Work cooperatively online with two of your colleagues to revise and finalize the agenda for your learner-centered staff development.

Reflect on the modification(s) by answering the guiding questions.

Session Purpose: Session Purpose: Teachers will learn to engage students in writing by using Moodle in learner-centered instruction to improve student understanding of writing concepts in 3 rd and 4 th grade. According to AEIS data and the CIP, this is an area in need of improvement at UP.				
Red indicates updates to original lesson agenda				
Learning Objective to Be Addressed: Learning Objective to Be Addressed: UP teachers will to integrate Moodle forums into their writing curriculum to address student writing concepts.				
Collaborator # 1: Christopher Raymond			Collaborator #2: Wendy Prock	
Grade Level:4	Facilitator: Leanne Knight	Location: University Park Elementary	Start Time: 3:45	End-Time: 4:30
Learner-Centered Activity	Purpose	Description	Steps	Estimated Time
Opening question MOTIVATIONAL AND AFFECTIVE FACTORS Principle 8: Intrinsic motivation to learn. The learner's creativity, higher order thinking, and natural curiosity all	To begin discussion right away in an environment that has little risk, forums will be used. This will give teachers who have not encountered a forum the opportunity to do so. Also, using forums allows teachers who are coming in late to catch up with content quickly	Using Moodle forums, post the question: "Why do students appreciate writing in blogs and on forums?"	Teachers will log onto facilitator's Moodle page where forum question will be posted. The teachers will then click "add a new discussion topic" and answer the posted question of "Why do students appreciate writing in blogs and on forums." After they post	5

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contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.	since discussion will be online for them to refer to later.		their forum answer, they may go into two other teacher posts and respond to their post.	
Introduction COGNITIVE AND METACOGNITIVE FACTORS Principle 1: Nature of the learning process. The learning of complex subject matter is Most effective when it is an intentional process of constructing meaning from information and experience.	Explain to teachers the purpose of the staff development session	Present purpose and justification of the training.	Share with staff the lower percentage of commended from 2009 to 2010 TAKS scores from AEIS report as a justification for training. Added: give teachers a copy of the AIES report so they can personally see the changes in score.	2
Purpose DEVELOPMENTAL AND SOCIAL FACTORS Principle 11: Social influences on learning. Learning is influenced by social interactions,	Teachers will learn to engage students in writing by using Moodle in learner-centered instruction to improve student understanding of writing concepts in 3 rd and 4 th	Teachers work in small groups to identify ways to utilize forums in writing to enhance different areas of writing.	Group teachers (have them work with their grade level team-but no group should be larger than 4) and have each group will randomly choose one writing topic (ex: elaboration,	10

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interpersonal relations, and communication with others.	grade. According to AEIS data and the CIP, this is an area in need of improvement at UP.		revision, persuasive, narrative, etc). Each group will have the specific topic and find ways to engage students using forums in Moodle to enhance writing. Facilitator will monitor to ensure teachers understand expectations.	
<p>Activity</p> <p>COGNITIVE AND METACOGNITIVE FACTORS</p> <p>Principle 4: Strategic thinking. The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals.</p>	Teachers create a final product to aid in presenting findings to the whole group.	<p>Teachers will create group flipcharts as means of presenting topics that teachers could use when creating Moodle forums. After presentation, teachers will have these flipcharts to reference for ideas on ways to utilize forums as soon as possible.</p> <p>Teachers will decide the best way to present their findings. The presentation must be in a format that can be easily shared (ex: flipchart, PowerPoint, etc)</p>	<p>Teachers will create presentation (ex: a flipchart using Promethean software) to present their findings. They will each at the end of session have a group presentation using their flipchart to teach the group ways to utilize Moodle forums.</p> <p>Teachers will save presentations flipcharts to the district flipchart shared network drive since this drive is a shared network where all the teachers have access.</p>	10

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			Appoint a speaker/ representative for presentation.	
<p>Presentation</p> <p>DEVELOPMENTAL AND SOCIAL FACTORS</p> <p>Principle 11: Social influences on learning. Learning is influenced by social interactions, interpersonal relations, and communication with others.</p>	<p>Teachers present their presentations flipcharts so whole group can benefit from discussions of other groups.</p>	<p>Groups will present their topics concerning how students could utilize Moodle forums. Each "topic group" will share with whole group ways to engage students in writing using forums.</p>	<p>Using promethean board and laptop hooked to projector and board, teachers can access their presentation flipchart drive. The Groups appointed speaker will share findings from the whole group.</p> <p>Allow others groups to ask questions.</p>	15
<p>Evaluation</p>	<p>To evaluate teacher engagement during presentation. Teachers can respond to what they learned.</p>	<p>Using facilitator's Moodle page, teachers will respond to the post to evaluate effectiveness of session and ways of improvement for future staff development sessions.</p>	<p>Using a Moodle forum on facilitator's site, teachers will respond to question, "How will using Moodle forums help your students' writing?" If teachers choose, they may comment on others' posts.</p>	5

How did you modify the staff development agenda? Why did you make the modifications? How do you anticipate that the modification(s) will improve the staff development?

After reading The Learner-Centered Psychological Principals, I went through and aligned my original agenda. I found that my agenda aligned nicely with all areas of the principals.

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I touched on Cognitive and Metacognitive Factors, Motivational and Affective Factors, Developmental and Social Factors, and Individual Differences factors. Since I have been conducting staff development sessions for the past ten years, I have been able to find a lesson plan that works for most content areas. I know that there must be a way to grab the audience's attention. For this lesson I utilized Forums as my opener to ensure that people who arrived late or had any trouble logging in, had a chance to get caught up easily so they did not interfere with the learning of others in the class. Also, this opening question also introduces the topic being covered. It gives the educators a chance to see the technology in action right at the beginning so they see how easy it is to use.

During the introduction, it was determined by my colleagues that the teachers would probably appreciate the actual AEIS report so they can see for themselves the drop in commended scores for reading.

While working through the purpose, we decided that the teachers need to be put into groups according to their grade level to help make the time meaningful and so they had ideas they could take back and use with their students as soon as possible. We also decided that it would not be beneficial, though, if the whole team worked together. We decided that a group of three or four would be better suited so more topics could be covered within a grade level. Since approximately half the grade level will work on one topic and the other half of the grade level will work on another topic, this 45 minute time span will create more lessons to be utilized at their grade level. We also added that the facilitator will be working with the groups to help facilitate an atmosphere where the teachers are ready to work and less likely to get confused.

We chose to alter the activity by allowing the teachers a choice in how they wanted to present their findings. They can choose any presentation model that is easily saved and shared amongst the teachers in attendance. The teachers can choose a PowerPoint, a Promethean Flipchart, etc. The group will need to decide on a speaker for their group's presentation.

During the presentation, teachers will have their group's speaker present their findings. Teachers need to be given the opportunity to ask questions of each other.

Part 2: TEA Learning System: Action Plan

Directions:

Review the TEA learning system chart that you completed in Part 1 of the Analysis Assignment. Based on your learning during Weeks 2 - 4, revise the improvement ideas in the chart.

Select an area of improvement from the chart. Complete the action plan for the improvement initiative:

- Tasks/action steps
- Responsibilities
- Resources
- Timeline

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- Staff development
- Monitoring
- Evaluation

Collaborate online with a colleague to obtain feedback on your action plan.

TEA Learning System Component: <i>Measurement System</i>					
Improvement Goal: To accurately have groups of student learners it is important to utilize these scores. The teachers who accurately utilize their results are able to make data based decisions within their classrooms. MAPs, TPRI, and DRA are tests that help teachers to have scores in real time and are able to help in decision making. If all teachers would utilize the scores, they could (as their peers do) make better decisions for differentiated instruction.					
Collaborator: Dr. Lynda Carter					
Tasks/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>What funds, time, people, and materials are needed?</i>	Timeline <i>By when (day/month)?</i>	Monitoring <i>How will you gauge progress toward the goal?</i>	Evaluation <i>How will success be determined?</i>
During conference times with all teachers, I will help them to understand the reports that are available in MAPS, TPRI, and DRA to help classrooms utilize the data for student learning groups.	I will show teachers how to access the information for each assessment test and the teachers will print their own necessary reports.	Funds: no additional funding (reporting feature is part of assessments) Time: one conference time per team People: I will work with all classroom teachers Materials: Teachers will need their assessment logins. (I will have a list of logins that are available to me.) Teachers will also need their laptops so they can pull up their	Completed by February 28	If teachers are able to locate the correct reports during out time together and can print them out, they have achieved the goal. Teachers will use the gathered info to create learning groups. Monitoring can happen by simply making room visits to ensure teachers understand how to read the reports for learning groups.	Future progress will be that they can find and print out reports for utilizing learning groups for future assessments.

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		assessments and print results.			
<p>Learner-Centered Staff Development Plan: Developmental and Social Factors Principal 10: Developmental influence on learning</p> <p>As individuals develop, they encounter different opportunities and experience different constraints for learning. Learning is most effective when differential development within and across physical, intellectual, emotional, and social domains is taken into account.</p> <p>Briefly describe.</p> <p>The utilization of the reports in TPRI, DRA, and MAPs helps teachers to differentiate their learning. It also helps to differentiate the learning groups within each classroom. Teachers need to know how to correctly access the reports that are automatically generated when their students take the assessments.</p>					

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Reflections on Collaboration and Improvement

What change did you make in the action plan as a result of the feedback from a colleague?

It was decided that I would be in charge of training teachers on how to accurately procure the reports. Since I have the ability to meet with teachers throughout the school during their conference time, I can easily meet with every teacher which should help in ensuring all teachers receive the same training. It is important to my principal that the teachers utilize the results of these assessments to make data driven decisions concerning the curriculum being covered and to assist in differentiated instruction.

How does collaboration enhance improvement efforts? What new ideas emerged as a result of the collaborative effort?

Collaboration is a wonderful way to enhance most problems that occur. Collaborating takes the power away from one person and allows new ideas to be considered. When we work only by ourselves, we sometimes get lost in our own ideas and need others to show us different ways. I find if I don't collaborate my training becomes redundant. When working with different personalities, results can only be different.

Living in the 21st century has created many different ways to collaborate. We no longer only have the option of meeting face to face. I have used Wikispaces and Moodle forums to collaborate with colleagues in a written environment. Personally, I have utilized Tok Box, Skype, Adobe Connect, and Webex to work "face to face." I recently collaborated with a teacher in India to train her on Moodle where I shared my desktop so she could understand the Moodle software easier. This helped us to share ideas concerning our lesson on how life in India is similar and different to the way of life of children in the US. Collaboration is limited only to our imaginations.

Why must campus improvement be ongoing and continuous?

Campus improvement plans are required by the Texas Education Code to assess academic achievement for each student in the school using the academic excellence indicator system as described by Section 39.051. The TEC also states the CIP sets campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Subchapter A, Chapter 29. To be in complete compliance the campus improvement plan must be ongoing otherwise the indicators would not be updated and would not be useful. Also, it is required that the CIP have a timeline. It is important to update the needs and dates of achieving goals.

In the simplest terms, campus improvement plans are contingent upon assessment evaluations. As students' scores change, the improvement plan would need to change to show the areas that need improvement.